

**Michigan Department of Education  
PHYSICAL EDUCATION ALIGNMENT RECORD**

<b>Third Grade</b>			
<b>Expectations</b>	<b>District Curriculum</b>	<b>Time Spent</b>	<b>Notes/Comments</b>
<b>Motor Skills and Movement Patterns: Movement Concepts</b>			
<b><i>Space Awareness</i></b>			
<b>M.MC.03.01</b> demonstrate all space awareness movement concepts for location (e.g., self-space and general space) in isolated settings.			
<b>M.MC.03.02</b> demonstrate all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise) in isolated settings.			
<b>M.MC.03.03</b> demonstrate all space awareness movement concepts for levels (i.e., low, medium, and high) in isolated settings.			
<b>M.MC.03.04</b> demonstrate all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag) in isolated settings.			
<b>M.MC.03.05</b> demonstrate all space awareness movement concepts for extensions (i.e., large/small and far/near) in isolated settings.			
<b><i>Effort</i></b>			
<b>M.MC.03.06</b> demonstrate all effort movement concepts for time (i.e., fast/slow and sudden/sustained) in isolated settings.			
<b>M.MC.03.07</b> demonstrate all effort movement concepts for force (i.e., strong and light) in isolated settings.			
<b>M.MC.03.08</b> demonstrate all effort movement concepts for flow (i.e., bound and free) in isolated settings.			

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<b>Motor Skills and Movement Patterns: Movement Concepts, Continued</b>			
<b><i>Relationships</i></b>			
<b>M.MC.03.09</b> demonstrate all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical) in isolated settings.			
<b>M.MC.03.10</b> demonstrate all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside) in isolated settings.			
<b>M.MC.03.11</b> demonstrate all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups) in isolated settings.			
<b>Motor Skills and Movement Patterns: Motor Skills</b>			
<b><i>Non-Locomotor</i></b>			
<b>M.MS.03.01</b> demonstrate all elements of the mature form of non-locomotor skills of balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, transferring weight, jumping, and landing in isolated settings.			
<b><i>Locomotor</i></b>			
<b>M.MS.03.02</b> demonstrate mature form of locomotor skills of walk, run, leap, slide, gallop, hop, skip, flee, and dodge in isolated settings.			
<b><i>Manipulative</i></b>			
<b>M.MS.03.03</b> demonstrate mature form of the manipulative skills of roll, underhand throw, and overhand throw in isolated settings.			
<b>M.MS.03.04</b> demonstrate selected elements of the mature form of manipulative skills of catch, kick, foot dribble, and strike with hand in isolated settings.			

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<b>Motor Skills and Movement Patterns: Motor Skills, Continued</b>			
<i>Manipulative, Continued</i>			
<b>M.MS.03.05</b> demonstrate selected elements of the mature form of manipulative skills of hand dribble and volley.			
<b>Motor Skills and Movement Patterns: Aquatics</b>			
<b>M.AQ.03.01</b> demonstrate selected elements of the basic aquatic skills of front float, back float, and recovery in isolated settings.			
<b>M.AQ.03.02</b> demonstrate selected elements of safe water entry and exit in isolated settings.			
<b>M.AQ.03.03</b> demonstrate locomotion using a combination of arms and alternating kicking motion with face in the water in isolated settings.			
<b>M.AQ.03.04</b> demonstrate locomotion, in a supine position, using alternative propulsive arm action with hand moving downward and alternating kick in the water in isolated settings.			
<b>M.AQ.03.05</b> demonstrate putting on a life jacket in isolated settings.			
<b>M.AQ.03.06</b> demonstrate moving in the water while wearing a life jacket.			
<b>Motor Skills and Movement Patterns: Outdoor Pursuits</b>			
<b>M.OP.03.01</b> demonstrate use of movement concepts in outdoor pursuits in isolated settings.			
<b>M.OP.03.02</b> demonstrate use of locomotor skills in outdoor pursuits in isolated settings.			
<b>M.OP.03.03</b> demonstrate use of non-locomotor skills in outdoor pursuits in isolated settings.			
<b>Motor Skills and Movement Patterns: Rhythmic Activities</b>			
<b>M.RA.03.01</b> demonstrate self-selected locomotor and axial movement patterns to even and uneven rhythms in repetition.			

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<b>Content Knowledge: Feedback</b>			
<b>K.FB.03.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.			
<b>Content Knowledge: Movement Concepts</b>			
<b><i>Space Awareness</i></b>			
<b>K.MC.03.01</b> distinguish among all space awareness movement concepts for location (e.g., self-space and general space).			
<b>K.MC.03.02</b> distinguish among all space awareness movement concepts for directions (i.e., up/down, forward/backward, right/left, and clockwise/counterclockwise).			
<b>K.MC.03.03</b> distinguish among all space awareness movement concepts for levels (i.e., low, medium, and high).			
<b>K.MC.03.04</b> distinguish among all space awareness movement concepts for pathways (i.e., straight, curved, and zigzag).			
<b>K.MC.03.05</b> distinguish among all space awareness movement concepts for extensions (i.e., large/small and far/near).			
<b><i>Effort</i></b>			
<b>K.MC.03.06</b> distinguish among all effort movement concepts for time (i.e., fast/slow and sudden/sustained).			
<b>K.MC.03.07</b> distinguish among all effort movement concepts for force (i.e., strong and light).			
<b>K.MC.03.08</b> distinguish among all effort movement concepts for flow (i.e., bound and free).			
<b><i>Relationship</i></b>			
<b>K.MC.03.09</b> distinguish among all relationship movement concepts of body parts (i.e., round, narrow, wide, twisted, symmetrical, and nonsymmetrical).			

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<b>Content Knowledge: Movement Concepts, Continued</b>			
<b><i>Relationships, Continued</i></b>			
<b>K.MC.03.10</b> distinguish among all relationship movement concepts of objects and/or people (i.e., over/under, on/off, near/far, in front/behind, along/through, meeting/parting, surrounding, around, and alongside).			
<b>K.MC.03.11</b> distinguish among all relationship movement concepts with people (i.e., leading/following, mirroring/matching, unison/contrast, solo, alone in mass, partners, groups, and between groups).			
<b>Content Knowledge: Motor Skills</b>			
<b><i>Non-Locomotor</i></b>			
<b>K.MS.03.01</b> distinguish among the critical elements of the following non-locomotor skills: balancing, bending, stretching, rocking, rolling, curling, twisting, turning, pushing, pulling, swinging, swaying, and landing.			
<b><i>Locomotor</i></b>			
<b>K.MS.03.02</b> distinguish among the critical elements of the following locomotor skills: walk, run, leap, jump, skip, hop, gallop, slide, chase, flee, and dodge.			
<b><i>Manipulative</i></b>			
<b>K.MS.03.03</b> distinguish between all of the critical elements of the following manipulative skills: roll, underhand throw, and overhand throw.			
<b>K.MS.03.04</b> identify the critical elements of the manipulative skills of catch, kick, foot dribble, and strike with hand.			
<b>Content Knowledge: Aquatics</b>			
<b>K.AQ.03.01</b> identify all of the critical elements of selected aquatic skills: front float, back float, and recovery.			
<b>K.AQ.03.02</b> identify elements of safe water entry and exit (e.g., ladder, jumps, ramp, climbing).			

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<b>Content Knowledge: Aquatics, Continued</b>			
<b>K.AQ.03.04</b> identify the elements of the water safety rules (e.g., swim with a buddy, wear a life jacket, <i>Reach or Throw, Don't Go</i> , follow the rules, swim with supervision).			
<b>K.AQ.03.05</b> identify the elements of how to use a life jacket (e.g., proper fit, take on and off, secure clasps, when to use, how to put on when a boat is sinking).			
<b>K.AQ.03.06</b> identify the elements of how to get help (e.g., steps to calling 911, when to leave or help a victim).			
<b>Content Knowledge: Outdoor Pursuits</b>			
<b>K.OP.03.01</b> describe selected elements of the seven principles of Leave No Trace (PEAK version) in controlled settings.			
<b>K.OP.03.03</b> identify the function of clothing and equipment associated with selected outdoor pursuits.			
<b>K.OP.03.04</b> identify selected safety features of outdoor pursuits.			
<b>Content Knowledge: Rhythmic Activities</b>			
<b>K.RA.03.01</b> create a simple repeating rhythmic sequence by combining a variety of movement skills.			
<b>Content Knowledge: Participation Inside/Outside of Physical Education</b>			
<b>K.PA.03.01</b> identify opportunities for physical activity within the school and community.			
<b>Content Knowledge: Health-Related Fitness</b>			
<b>K.HR.03.02</b> describe the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			
<b>K.HR.03.03</b> describe the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
<b>K.HR.03.04</b> describe the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			

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<b>Content Knowledge: Health-Related Fitness, Continued</b>			
<b>K.HR.03.05</b> describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
<b>Content Knowledge: Physical Activity and Nutrition</b>			
<b>K.AN.03.01</b> identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).			
<b>K.AN.03.02</b> describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.			
<b>K.AN.03.03</b> understand how supporting body weight, while participating in activities, improves physical fitness.			
<b>K.AN.03.04</b> identify non-manipulative activities that promote healthy joint flexibility.			
<b>Content Knowledge: Personal/Social Behaviors</b>			
<b>K.PS.03.01</b> identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.			
<b>K.PS.03.02</b> identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.			
<b>Content Knowledge: Regular Participation</b>			
<b>K.RP.03.01</b> identify positive feelings associated with regular participation in physical activities in isolated settings.			
<b>K.RP.03.02</b> recognize the need to practice skills for which improvement is needed in isolated settings.			

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<b>Content Knowledge: Social Benefits</b>			
<b>K.SB.03.01</b> identify benefits of social interaction as part of participation in physical activities.			
<b>Content Knowledge: Individual Differences</b>			
<b>K.ID.03.01</b> choose to participate with students of varying skill and fitness levels in isolated settings.			
<b>K.ID.03.02</b> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
<b>Content Knowledge: Feelings</b>			
<b>K.FE.03.01</b> identify emotions related to how individuals feel while participating in physical activities.			
<b>Fitness and Physical Activity: Participation During Physical Education</b>			
<b>A.PE.03.01</b> participate regularly (i.e., a minimum of 33% of class time) in physical activities in physical education class, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, and modified games that include combinations of locomotor and manipulative skills.			
<b>Fitness and Physical Activity: Participation Outside of Physical Education</b>			
<b>A.PA.03.01</b> choose to participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.			
<b>Fitness and Physical Activity: Health-Related Fitness</b>			
<b>A.HR.03.02</b> meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).			



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<b>Fitness and Physical Activity: Health-Related Fitness, Continued</b>			
<b>A.HR.03.03</b> meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang).			
<b>A.HR.03.04</b> meet the criterion-referenced flexibility health-related fitness standards for age and gender (e.g., Backsaver Sit and Reach, Shoulder Stretch).			
<b>A.HR.03.05</b> meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).			
<b>Fitness and Physical Activity: Physical Activity and Nutrition</b>			
<b>A.AN.03.01</b> identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).			
<b>A.AN.03.02</b> support body weight in selected activities (e.g., climbing, hanging, hopping, jumping, animal walks, and stunts) to develop muscular strength and endurance.			
<b>A.AN.03.03</b> participate in non-locomotor activities that promote healthy joint flexibility.			
<b>Personal/Social Behaviors and Values: Feedback</b>			
<b>B.FB.03.01</b> use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.			
<b>Personal/Social Behaviors and Values: Personal/Social Behaviors</b>			
<b>B.PS.03.01</b> exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.			

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<b>Personal/Social Behaviors and Values: Personal/Social Behaviors, Continued</b>			
<b>B.PS.03.02</b> exhibit appropriate behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.			
<b>Personal/Social Behaviors and Values: Regular Participation</b>			
<b>B.RP.03.01</b> identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.			
<b>B.RP.03.02</b> choose to practice skills for which improvement is needed in isolated settings.			
<b>Personal/Social Behaviors and Values: Social Benefits</b>			
<b>B.SB.03.01</b> identify benefits of social interaction as part of participation in physical activities in isolated settings.			
<b>Personal/Social Behaviors and Values: Individual Differences</b>			
<b>B.ID.03.01</b> participate with students of varying skill and fitness levels in isolated settings.			
<b>B.ID.03.02</b> identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.			
<b>Personal/Social Behaviors and Values: Feelings</b>			
<b>B.FE.03.01</b> identify emotions related to how individuals feel while participating in physical activity in isolated settings.			